

Literacy Achievement Rubric for Knollwood Report Card Grade 4

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Performance Indicators	Rubric
Initiates ideas and actively listens	<p>3</p> <ul style="list-style-type: none"> • Begins talk in a group • Turns the conversation in a new direction • Says something meaningful about the text and connected to the ongoing conversation in the partnership or club • Expresses ideas clearly and thoughtfully • Uses language that reflects understanding of another person's point of view like, "I see what you mean," or "I understand what you are saying." • Frames conflicting opinions with phrases like, "Might this not be possible, too?" or "Is it likely that this could be true also?"
	<p>2</p> <ul style="list-style-type: none"> • Begins talk in a group when prompted by a peer or teacher • Takes turns talking in a partnership, occasionally turning the conversation in a new and surprising direction • Has a response and says it out loud • Looks at the person who's talking or shows in other ways that he/she is attending to them • Agrees or disagrees respectfully with others
	<p>1</p> <ul style="list-style-type: none"> • Sometimes begins talk when prompted or coached • Speaks occasionally in a partnership or club • Talk is at a very literal level • Says something that may be only slightly connected to the topic • Tells a story from personal experience but doesn't explicitly connect it to the text
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	<ul style="list-style-type: none"> • Is able to orchestrate the conversation in such a way that everyone participates and feels valued • Talk is meaningful and connected and it invites response and discussion from partner/club • Asks for clarification when responding to others • Repeats or paraphrases to verify understanding
Supports ideas with evidence from texts when reading just-right books	<p>3</p> <ul style="list-style-type: none"> • Provides details and examples to help others understand • Retells or reads a part of the text for the specific purpose of providing evidence • Writes ideas for talk on post-its or in reading notebook and then refers to them when talking with a group • Tells a story from personal experience that supports his/her idea and connects it to the text
	<p>2</p> <ul style="list-style-type: none"> • Says something about the topic connected to a text • Sometimes adds on to something that he/she has said to make it clearer • Tells a story from personal experience that supports his/her idea
	<p>1</p> <ul style="list-style-type: none"> • Says something about the topic that is not clearly connected to the text • Looks at text or notes while others are speaking • Responds to others by stating an idea that may be unconnected to the previous idea
	<p>E</p> <ul style="list-style-type: none"> • Calls for evidence from others and expands on their ideas • Pushes him/herself to say more about the idea, using more words to describe thoughts • Develops thinking based on what other people in the group have said • Calls on background knowledge or personal experience to support statements • Uses “why” and “because” statements to support responses • Provides facts or information from the text to support statements
Reads regularly and with increasing stamina and	<p>3</p> <ul style="list-style-type: none"> • Sustains reading during independent time in class

fluency	<ul style="list-style-type: none"> • Demonstrates involvement in reading by bringing a book back and forth from school to home until it is finished • Reads approximately one just-right book every week • Oral reading (when prepared) has inflection and rhythm of normal speaking • Reads more difficult texts with support • Can continue reading an independent book in addition to a partnership or book club book • Has a book "on deck" for reading when the current book is finished
	<p>2</p> <ul style="list-style-type: none"> • Takes multiple breaks from reading during independent reading time • May be involved in a book for stretches of time • May not read for a period of time when trying to get started with his/her next book • Reads approximately two – three just-right books per month • Shares occasionally in class about a book he/she is reading • Oral reading requires repeated practice to gain the inflection and rhythm of normal speaking
	<p>1</p> <ul style="list-style-type: none"> • Is involved in reading a book occasionally • Reads for short periods of time • Often abandons books before finishing them • Reads approximately one book every few months • Reads infrequently out of school
	<p>E</p> <ul style="list-style-type: none"> • Always has at least one book with him/her • Takes any spare moment to read his/her book • Sets and accomplishes reading goals of at least one book per week • Talks enthusiastically about reading with peers and teachers • Oral reading has inflection and rhythm of normal speaking even when unrehearsed • Always continues reading an independent book in addition to a partnership or book club book • Has a stack of books "on deck" for reading when the current book is finished

Is an effective reading partner	<p>3</p> <ul style="list-style-type: none"> • Has something to say about his/her reading when meeting with a partner • Prepares for meetings with a partner by reading and writing (when necessary) • Chooses books for partnership that both partners can read smoothly and without support • Sets and works towards mutually agreed-upon goals • Checks progress against goals and revises them
	<p>2</p> <ul style="list-style-type: none"> • Responds to questions about his/her reading when asked by partner • Reads some of what has been decided on by partnership in preparation for a meeting • Responds positively to suggestions for partnership books from teacher • Needs support to get started in a new book or series
	<p>1</p> <ul style="list-style-type: none"> • Responds minimally to questions about his/her reading when asked by a partner or teacher • Sometimes chooses books above his/her independent reading level and holds tight to them, even though little progress is made through the book • Has a hard time finding a book that he/she can agree upon with a partner
	<p>E</p> <ul style="list-style-type: none"> • Has something to say about his/her reading when meeting with a partner • Responses to partner push the partner's thinking to greater depth of understanding • Has a stack of books "on deck" for reading that he/she can read smoothly and without support yet is flexible when making book choices in a partnership • Chooses to read more difficult texts and asks for support when it is needed • Helps to devise challenging reading goals that are mutually agreed upon with partner • Meets and often exceeds goals, revising them along the way with agreement of partner
Understands literal meaning of texts within a grade-level range	<p>3</p> <ul style="list-style-type: none"> • Can speak about characters, plot, setting, problem/solution, change, and/or movement through time in a text during a conference or in a partnership or book club • Rereads to understand

	<ul style="list-style-type: none"> • Continues to grow towards reading more challenging texts • Writing and/or speaking reflects awareness of story elements in a narrative text • Can pull important details from a non-narrative text • Notices subject, structure, and other features of a non-narrative text
	<p>2</p> <ul style="list-style-type: none"> • Talks about specific characters and events from a text when talking during a conference or in a partnership or book club • Rereads when prompted • Writing and/or speaking reflects awareness of some story elements in a narrative text • Can extract some information from a non-narrative text
	<p>1</p> <ul style="list-style-type: none"> • Responds to references to characters and events from a text when talking during a conference or in a partnership or book club • Reads on even when he/she misunderstands something • Writing and speaking reflect an understanding of the basic plot and an awareness of the role of the main characters in a narrative • Can extract information from a non-narrative text without regard to the quality of the information in helping him/her to understand the subject
	<p>E</p> <ul style="list-style-type: none"> • Makes connections from the specific to the general in reference to characters, plot, setting, problem/solution, change, and/or movement through time when talking about a text • Rereads to deepen his/her understanding • Writing and speaking reflect understanding of the interactions between story elements in a narrative text • Can pull big ideas and important details from a non-narrative text • Uses the structure and other features of a non-narrative text to increase his/her understanding of the subject

Uses details in just-right books to make inferences and interpretations	<p>3</p> <ul style="list-style-type: none"> • Reflects on what the author wants the reader to think • Compares characters in books to people in his/her life or in other books • Finds connections between books • Compares settings to real-life places • Identifies big ideas in books and compares them with real-life issues • Reads “between the lines” (infers) to figure out the under-story, find symbols, or identify the theme of a text • Grows theories about books
	<p>2</p> <ul style="list-style-type: none"> • With guidance and individual or small group conferencing, can read “between the lines” (infer) to figure out the under-story, find symbols, or identify the theme of a text • Compares characters in books to people in his/her life • Compares settings to real-life places • Can understand theories that someone may have about a book
	<p>1</p> <ul style="list-style-type: none"> • Compares characters in books to people in his/her life • Understands texts at a literal level
	<p>E</p> <ul style="list-style-type: none"> • Reflects on what the author wants the reader to think • Compares characters in books to people in his/her life or in other books • Compares settings to real-life places • Identifies big ideas to books and compares them with real-life issues • Reads “between the lines” to figure out the under-story, finds symbols, or identify the theme of a text • Independently develops and grows theories about books and supports the theories with textual details • Compares and contrasts texts
Writes regularly and with increasing stamina	<p>3</p> <ul style="list-style-type: none"> • Demonstrates ability to sustain writing for increasing periods of time

	<ul style="list-style-type: none"> • Notebook (other sources) indicates that writing is taking place regularly: dated entries, pages following writing goals, page count, quick writes, and quick publishing • May write in a variety of ways in notebook – different genres, forms, lengths • Places artifacts in the notebook – quotes, ticket stubs, mentor writing • Uses notebook to try out something while drafting – stretching a part, trying out some dialogue • Workshop time is spent writing or doing related ancillary tasks (like reading) that support writing • Sometimes initiates writing independently
	<p style="text-align: center;">2</p> <ul style="list-style-type: none"> • Demonstrates ability to sustain writing for a short period of time • Writing comes in spurts • Writing is done in response to an “assignment,” not spontaneously or as part of ongoing work • Writes for some of given workshop time • Writes in response to coaching or prompting • Notebook entries usually all look the same
	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Notebook entries are short • Writing is done only as a result of “assignments” or coaching • Writer often writes a few lines during workshop time
	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> • Notebook is overflowing with writing • All of workshop time is spent writing or engaged in related ancillary activities and this work continues to take place at home • Writer seeks to talk to teacher about writing outside of class (emailing teacher or during lunch or before or after school) • Takes every opportunity to write and writes with depth

Uses a writing process	<p>3</p> <ul style="list-style-type: none"> • Consistently uses notebook as a tool for writing • Reads and rereads mentor pieces • Posts or marks places on mentor texts that are instructive • Keeps a mentor text at hand and refers to it while writing • Rereads writing in order to “re-see” it and makes significant changes • Revises while drafting as well as towards the completion of a piece • Rereads drafts making editorial changes
	<p>2</p> <ul style="list-style-type: none"> • Uses notebook to gather writing • Rereads writing when prompted and makes minor changes • Revises towards the completion of a draft • Rereads drafts and makes some editorial changes • Reads mentor pieces when instructed to do so
	<p>1</p> <ul style="list-style-type: none"> • Drafts work from notebook for publication with little revision • Tends to write “cold” rather than with support from mentor texts, notebook, reading, and other ancillaries • Makes some editorial changes on drafts
	<p>E</p> <ul style="list-style-type: none"> • Searches out, reads, and rereads mentor pieces • Posts or marks places on mentor texts that are instructive and uses that information for writing • Drafts with purpose: can articulate what he/she wants the reader to think or feel as a result of reading this piece of writing; plans before drafting • Uses notebook to try out something while drafting – stretching a part, trying out some dialogue • Is willing to completely rework a piece of writing • Rereads drafts meticulously to make editorial changes
Uses strategies taught in	<p>3</p>

class	<ul style="list-style-type: none"> • Applies the use of a variety of strategies appropriately in independent work • Participates in “try-its” during mini-lessons • Notebook reflects an attempt at many of the writing strategies taught during mini-lessons, strategy groups, and conferences • Some strategies are attempted independently, apart from direct instruction
	<p>2</p> <ul style="list-style-type: none"> • Chooses to remain in small group after mini-lesson for “reteaching” of strategy • Notebook reflects an attempt at some of the strategies taught in class and an adherence to a small set of familiar strategies • Responds well to conferences where strategies are “spelled out” and plans are created with the teacher’s support
	<p>1</p> <ul style="list-style-type: none"> • Participates with oral try-its during mini-lesson, but just gets started on written try-its in the same setting • May resist instruction of new strategies in conferences
	<p>E</p> <ul style="list-style-type: none"> • Quickly understands new strategies taught in mini-lessons and uses them successfully in try-its • Notebook reflects the use of many strategies, both immediately after they are taught and later in the year • Transfers strategies from genre to genre in appropriate and meaningful ways
Brings pieces which reflect the qualities of fine writing to publication	<p>3</p> <ul style="list-style-type: none"> • Polishes and publishes work for an audience (neatly hand written or typed) • Writes to create an image in the reader’s mind • Writes with a clear focus • Writing reflects some of the qualities of fine writing: focus, clarity, development, elaboration, imagery, voice, etc.
	<p>2</p> <ul style="list-style-type: none"> • Pieces of writing presented for publication are sometimes only “polished” • Writes events in a logical sequence

	<ul style="list-style-type: none"> Occasionally writes to create an image in the reader's mind Writing reflects a few of the qualities of fine writing: focus, clarity, development, elaboration, imagery, voice, etc.
	<p>1</p> <ul style="list-style-type: none"> Sometimes writing presented for publication has gone through only a few stages in the writing process and may still be in the notebook Writes all events as if they are of equal importance
	<p>E</p> <ul style="list-style-type: none"> Writes "small," exploding the significant moments with attention to telling detail Creates an image that allows the reader to "see" the story unfold Polishes and publishes work for an audience (neatly hand written or typed) both for school "assignments" and independently Writes to create a strong image in the reader's mind Writes with a clear focus Writing reflects many of the qualities of fine writing: focus, clarity, development, elaboration, imagery, voice, etc.
Creates an organizing structure in writing	<p>3</p> <ul style="list-style-type: none"> Paragraphs are used purposefully Writing plans show evidence of an understanding of different organizing structures Writing products have an organizing structure that exhibits characteristics of the genre Writing unfolds in a logical way Narrative pieces consist of events connected by movement through time Non-narrative writing (essay, feature article, information text, etc.) consists of segments (chunks) that are connected by meaning, overarching idea, etc.
	<p>2</p> <ul style="list-style-type: none"> Paragraphs are used but may not reflect logical breaking points Drafting may occur without a writing plan but the piece has an organizing structure Narrative structure may shift without purpose and/or end abruptly Non-narrative writing unfolds in uneven segments (chunks)

	<p>1</p> <ul style="list-style-type: none"> • Drafting may occur without a writing plan and piece shows little evidence of an organizing structure • Narrative writing consists of connected events at one moment in time or lots of moments along a continuum of time with loose, if any, connection and uneven elaboration • Non-narrative writing occurs in a single segment (chunk)
	<p>E</p> <ul style="list-style-type: none"> • Writing products have a clear organizing structure that matches and enhances the content/genre • Writing unfolds in a logical way with surprising twists and turns that delight the reader • Narrative pieces show movement through time and may include foreshadowing, flashbacks, and other time structures that are not strictly chronological • Non-narrative writing may have narrative embedded within it
Applies conventions of grammar, spelling, word choice, and punctuation	<p>3</p> <ul style="list-style-type: none"> • Uses Standard English conventions that are appropriate to the grade level (see chart) • Uses learned punctuation correctly • Engages in purposeful proofreading and editing • Applies learned spelling patterns to new words and spells grade-appropriate/frequently-used words correctly • Uses increasingly sophisticated writing which sometimes results in spotty mechanical or grammatical errors • Attends to word choice: precise nouns; strong verbs • Cuts out extra words to be clear
	<p>2</p> <ul style="list-style-type: none"> • Uses Standard English conventions that approach the grade-level benchmark • Sentence structure varies • With more sophisticated sentences, punctuation or grammar irregularities often occur but don't interfere with written communication • Spells most frequently-used words conventionally in published writing after going through the editing phase

	<ul style="list-style-type: none"> • Applies spelling patterns unconventionally, but with good approximation • Attention to word choice is spotty (often uses an abundance of adjectives instead of a strong noun, or adds an adverb rather than choosing a strong verb) • Sometimes uses words that are close in meaning but not exactly correct in the context
	<p>1</p> <ul style="list-style-type: none"> • Use of conventions is uneven • Tense changes occur frequently and without purpose • Simple sentence structure is used • Patterns of grammatical or mechanical errors may occur and can interfere with clear communication • Spells some words conventionally for a period of time in some writing • Unconventional spellings are increasingly closer approximations • Words tend to be general rather than specific • Repetition of words may lead to overuse
	<p>E</p> <ul style="list-style-type: none"> • Spells personal words with automaticity • Extends knowledge from personal words to other words within the same pattern or in the same family and writes them conventionally in all writing • Grammar and mechanics are used correctly conventionally (and unconventionally with a purpose) in all written communication • Spelling errors are extremely rare • Sentence structure and syntax are sophisticated • Uses words in unexpected ways (words traditionally used as one part of speech being used as a different part of speech – the “greening” of the fields) • Enhances written communication through the use of grammar and mechanics • Independently seeks out references (dictionary, thesaurus) when editing